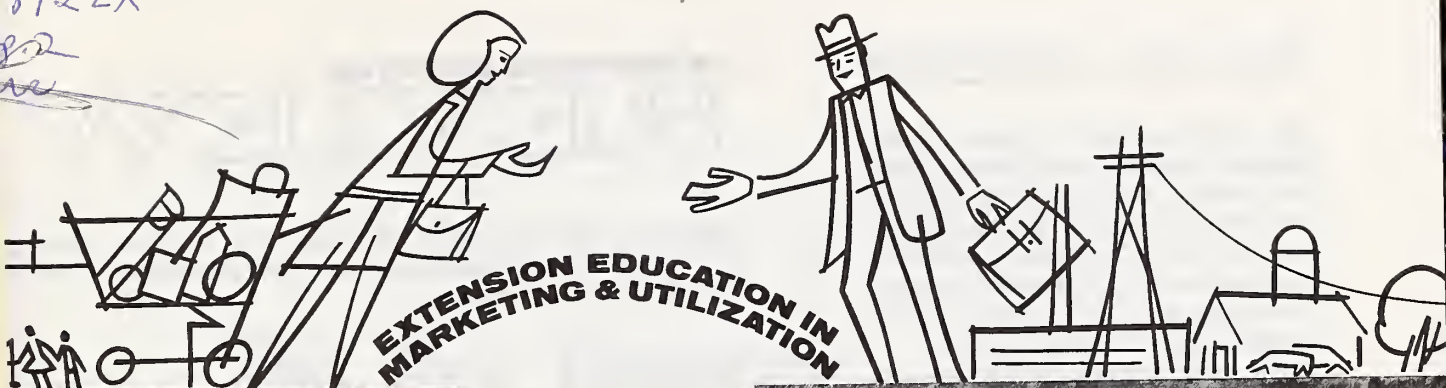


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EXTENSION EDUCATION IN
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EXTENSION SERVICE

REVIEW

U. S. DEPARTMENT OF AGRICULTURE * NOVEMBER 1964

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

ORVILLE L. FREEMAN
Secretary of Agriculture

LLOYD H. DAVIS, Administrator
Federal Extension Service

Prepared in
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EXTENSION SERVICE

REVIEW

Official monthly publication of Cooperative Extension Service; U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

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The Marketing Bridge

From the beginning, Extension was concerned with efficiency of production and the problems of the homemaker.

This was 1914. Our society and economy were less complex. We had just arrived at the threshold of the transportation system we know today. Farm commodities were used closer to home. Processed and manufactured items were less sophisticated.

Technology improved. The exodus from the farm to the city accelerated. The people became more affluent. They demanded more luxuries, which included built-in "maid service." These luxuries became necessities. The supply line from producer to consumer became longer.

All of this created an ever-widening chasm between the producer and the consumer. The chasm was bridged through the marketing process which includes transportation, processing, manufacturing, wholesaling, and retailing. As the chasm widened, the cost of maintaining and operating the bridge increased. Now, marketing costs far exceed farm value for most commodities.

Passage of the Agricultural Marketing Act of 1946 recognized this phenomenon. Programs ensuing from this Act, including Extension Marketing and Utilization programs, were designed to increase the efficiency of this bridging process. This increased efficiency serves the interests of producers, consumers, and the economy in general.

The importance of these programs grew as the chasm widened. Their importance will become greater yet. Herein lies the challenge to Extension — designing and conducting educational marketing programs that will keep abreast of technological, sociological, and economic changes of the future. — WJW

'This New Extension Management Idea'

a unique system
for a unique organization . . .

by
N. P. Ralston
*Deputy Director
of Science and Education, USDA
(former Deputy Administrator, FES)*

The energy, efforts, and resources of the Cooperative Extension Service are dedicated to improving the well-being and progress of people. Our effectiveness in meeting these needs depends to a great degree on the adequacy of management information available to each of us and our ability to use it.

Management information is the basis on which we plan and operate our programs and record and evaluate our results. It provides us a basis for selecting appropriate inputs and combining them effectively. It helps us decide on technology and/or subject-matter to use. It helps us establish criteria for measuring and evaluating what happens.

Management information helps us provide the county, State, and Federal decisionmakers that appropriate our funds information on number of people served, quality of programs offered, and adjustments made because of them.

These are vital functions. We are competing for the time, energy, and physical and mental resources of people. Improved ways of collecting and evaluating our feedback to answer these needs and questions need our serious attention so we can move ahead with confidence and support.

These are the needs "This New Extension Management Idea" is designed to fill. Implementing it is an

important job for all. Here Extension's professional communicators and information people will have an especially important role.

Cornerstone of "This Idea"

"This New Extension Management Idea" applies the scientific problem-solving techniques to Extension decisions. It updates functions of Extension's management system by combining new bodies of knowledge in unique ways to meet Extension's unique needs.

"This New Extension Management Idea" captures and relates several current important aspects of management. It combines selected principles of business, public, and education administration. It establishes a set of ways to increase the rate, accuracy, and evaluation of management decisions.

This scientific system's features are distinctive because Extension's admin-

complex problems call for precise analysis . . .

istration must accommodate to a heterogeneous and shifting environment. This approach is the means whereby rational and cause-effect sequences can be formulated, followed, and measured in a changing situation.

Updating

Extension has followed a system for years. The system included situational analyses, carefully designed steps in program planning, carefully developed strategies to achieve previously stated goals, specific program reporting procedures, and a variety of techniques for program evaluation.

But the increasing body of knowledge, coupled with the increasing complexity of our problems, calls for a system that permits greater preciseness in all phases of Extension's work.

These are new bodies of knowledge about: (1) organizations and their behavior; (2) electronic data processing; (3) systems approaches — "Planning, Programing, and Budgeting System" (PPBS) — and (4) new disciplines. The "Idea" relates these bodies of knowledge in unique ways to solve critical national issues and problems challenging the ingenuity and creativeness of each Extension worker.

EMIS/SEMIS Emergence

The Extension Management Information System (EMIS) and the State Extension Management Information System (SEMIS) grew out of the new ideas of organizational management. EMIS is the Extension Management

Information System for nationwide concerns. SEMIS is the EMIS counterpart for State goals and concerns.

The EMIS/SEMIS concept is a tripartite mix between: (1) program purposes and missions, (2) subject-matter applicable to the process and/or missions, and (3) identification and characterization of the people we serve.

Components of the "Idea"

This overall Extension management "Idea" is an interlocking sequence of components that make up the total system of Extension. The chart on page 5 shows the four major components, their relationships to the others, and the elements within each.

The components are: (A) the organization, its programs and activities, (B) our relationships to organizations which provide us current information and scientific knowledge, (C) the "feedback" system which furnishes us key information from our clients and others, and (D) the decisionmaking sequence needed for our program adjustment and decisions.

Each component is essential for building an effective program. Each one makes a precise complementary contribution for the operation of all Extension administrative units.

Component A — Extension's Work

The basic organization, its programs and its activities, are central to Extension's life. They are represented in the rectangle lettered "A" in the chart. The elements are inputs, operations, results, and evaluation.

Inputs include money, manpower, material, and machines. Effective use and combination of inputs require planning, organizing, staffing, directing, coordinating, reporting, and budgeting. Inputs become the denominator of our productivity formula ($\text{outputs} = \text{productivity} \times \text{inputs}$).

inputs

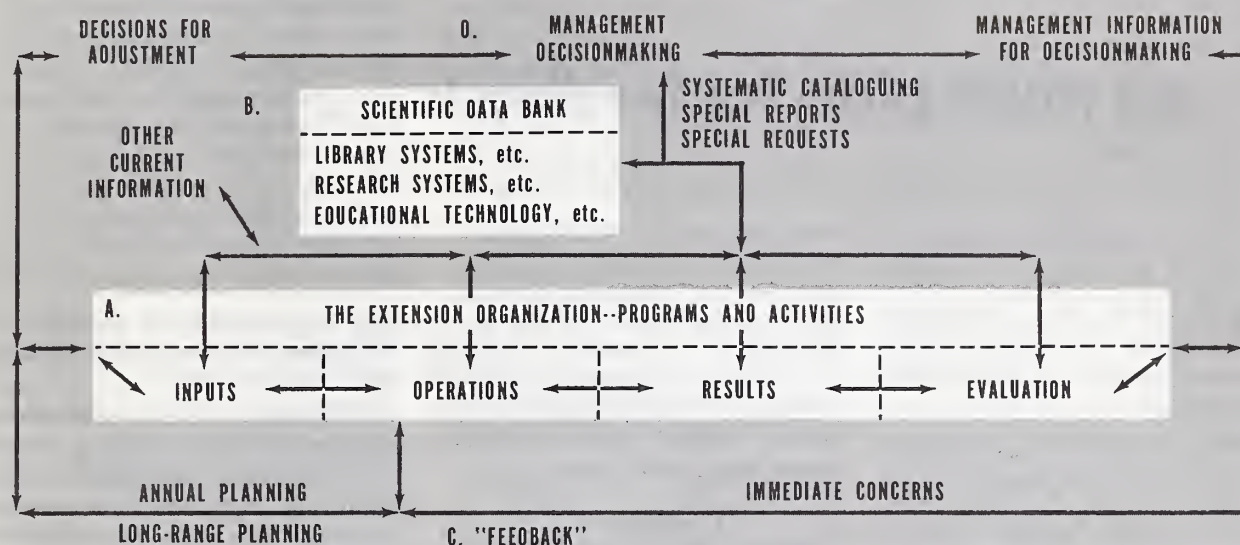
Operations include technology, activities, strategy of presentation, interaction with clientele, and hopefully, positive audience identification. This positive audience identification is reflected by the degree of absorption, retention, reasoning, and creative use of knowledge and experiences provided by Extension.

Observing and measuring results requires skill, persistence, and great insightfulness. Results can be useful, moderately useful, or of little use. The accuracy of measuring and reporting the results of our work is the breath for future program plans, designs, strategies, etc.

Those who make accurate and quantifiable judgments of what has happened, or will happen, are the real professionals of Extension. This skill enables them to plan precisely to strengthen programs.

The only valid evaluation is that which is conducted systematically and in answer to previously stated program purposes and/or missions. "By-products" of your effort, often quite valuable, provide little legitimation of your work methods. Both qualitative and quantitative measures are required for evaluation of results. These

"THIS NEW EXTENSION MANAGEMENT IDEA" (GROWING WITH CHANGE)



measures are the output, or the enumerator of the productivity formula.

Organizations and corporations who are thriving in modern competition use the "systems concept" of managing information for decisions. FES calls its systems group the "Program Evaluation and Development" staff.

Such units work closely with all staff and other units of the organization in developing and using the "Management Information System." A "Management Information System" is the label for a method of displaying business and scientific data in a format that best supports decision-making.

Component B — Handling Knowledge

Component B contains elements of our relationships to those organizations which provide us with information and scientific data for the planning, conduct, and evaluation of our programs.

A major fundamentalism of Extension is the fact that its programs

are based on a broad understanding derived through an analysis of current situations and problems. Data and information relevant to the analysis comes through reading and study of current publications, mass media, scientific and association newsletters, personal contacts, and working relationships.

A second fundamentalism is that programs are designed, implemented, and evaluated with the people for whom the programs are intended.

A third fundamentalism is that Extension's programs grow out of past experience and use all relevant scientific knowledge. Our library system is currently updating its operations to make knowledge more readily available.

A fourth fundamentalism is Extension's day-to-day association with research counterparts in our university experiment stations and USDA laboratories. This relationship provides us a continuing source of new research findings. It also helps us better

relate to researchers in private laboratories.

Since Extension is unique, it has developed its own unique educational technology. This technology draws heavily on findings of all formal and informal educational research. Indeed, much of our past success can be credited to and much of our future success will be attributable to our ability to combine the relevant educational techniques developed through research in all the broad areas of educational technology.

Component C — Feedback

Feedback, Component C in the chart, is shown at the bottom of the diagram. Feedback is the development, flow, and rate of transmission of information that indicates the response, reaction, and/or consequences of people to Extension programs.

All of us know that feedback is a high priority product. Feedback, to be highly useful, must be designed precisely — it cannot be caught purely by chance. It's my judgment that

we must plan for feedback . . .

use of the talents of our professional communicators is one means of materially improving the quality of feedback information.

Extension needs different kinds of feedback. Often we need feedback for immediate use in redirecting programs. We need another type for planning next year's programs. We need still another type for long range planning and operations. Obviously, different channels are needed for the different types of feedback, and different criteria are needed for evaluating the feedback.

Feedback flows throughout the Extension organization. It is developed through observations of Extension workers; use of the productivity formula; and from the people we serve, their association with others, and their institutions.

The most valuable feedback is that from our audiences. Of course, the best feedback is the rate and amount of adoption of Extension's programs. The rate and enthusiasm of recipient response is also an excellent indicator.

Staff enthusiasm is another important type of feedback. It is a subjective measure of Extension success. If Extension programs are effective in meeting high priority needs, the staff gets recognition. They have a positive expectation for getting fair and equitable treatment. They exude success. They delight in belonging.

They find autonomy in and out of the Extension organization. Lastly, they reflect the tremendous reservoir of "good will" for Extension that develops through effective programs serving high priority needs.

Component D — Extension Management for Change

The management decisionmaking sequence, Component D, is shown at the top of the chart. Management decisionmaking involves three significant areas of Extension's work — the technical area, the organizational area, and the institutional area.

Decisionmaking in each of these areas can be little better than the quality and quantity of information that we have to work with.

EMIS/SEMIS provides the required information when it is properly summarized and organized to facilitate comparative analyses and to make significant choices or alternatives. EMIS/SEMIS is a routinized procedure that gives basic information for precise planning of inputs, operations, results, and evaluations.

There are also information needs beyond those which are provided by EMIS/SEMIS. For example, data which is collected over long periods of time, or at irregular intervals, or to meet unforeseen contingencies, generally are too costly for this routinized procedure. These types of

data may include 4-H statistical information, program review findings, special surveys, etc.

Information from observations, measurements, and evaluations needs to be collected, summarized, aggregated, and converted to a common language. This information then becomes useful for each of us in the organization.

Management decisionmaking, whether technical, or organizational, or interorganizational, or institutional, deals with the following:

- (1) Statement of goals.
- (2) The degree of goal achievement.
- (3) How to include and/or associate with other organizations.
- (4) The establishment of new claims or domains.
- (5) Imperative changes required in organizational design.
- (6) Organization structural changes.
- (7) New processes and techniques for getting coordination and interdependence.
- (8) Reconciling organizational authority and knowledge and expertise.
- (9) Using more effective tools for organizational solidarity.
- (10) Program development and activity assessment.
- (11) The enunciation and dissemination of policies and procedures for organizational adjustments.

(12) Developing and improving Extension's "corporate image."

(13) Many others depending upon the specific needs required at a given point in time.

The finale to decisionmaking, of course, is "decisions for adjustments." This means keeping out front by developing Extension leadership and continuing our unique role in American development. To carry this out we must develop strong, competitive, and daring programs that meet and solve the critical problems of the day. These are the kinds of programs that attract resources and public support.

Resources are the key to Extension's growth and development. Important as money is, it is not necessarily the most significant resource. In my judgment, the truly great resource is that of ideas which will attract manpower with other good resources.

Ideas and money used in conjunction with the "power concept" of our economic, social, and political system are powerful tools. Thus, this concentration brings dollars in support of these outstanding programs.

Strategy for Adjustment

Some people believe that when knowledge is right, the program should change immediately. Sometimes they think the attitude, etc., of the organization is right and ready for immediate change. Sometimes they think it is politically wise and right for a major change.

Experience shows that it's not one, but the appropriate coordination and meshing of all three before the programs of an organization can make major, significant changes that have broad and generally good acceptance.

The Cooperative Extension staff at all levels, the people we serve, and the people who support us believe the time is right for change. An important factor in considering change is to evaluate the present management

system and then decide if we need more effective management systems to help guide future change.

Extensive discussions were held with the Extension Committee on Organization and Policy, State Extension Directors, university officials, and USDA administrators. The reactions were favorable and consequently the Federal Extension Service made the decision to reallocate some of its scarce resources for developing these analytical and management concepts and specific tools to implement them.

Development of the management information system was the first phase of the total process. To develop this phase, the following steps have been taken:

(1) FES established a Program Evaluation and Development staff.

(2) Four State Cooperative Extension Services — California, Iowa, Massachusetts, and North Carolina — agreed to work with the Federal Extension Service. All of us owe them a great deal for their ideas and dedication to this project.

(3) Employed an outside consulting firm. The firm has designed a management information model, identified the components of a system, and established the flow of information within it. This first phase was completed a year ago this past July. During the past year the four pilot States have been implementing and refining the management information system. Other States are studying the system and are developing a system to meet their specific management needs. This will provide them with information they need for decision-making and at the same time information available from their systems will make a contribution to the nationwide Extension Management Information System.

Complementary Systems

Extension's Management Information System is being reinforced and complemented by parallel develop-

ments by and for our research and knowledge centers.

The Research Program Development and Evaluation Staff of the Office of the Director of Science and Education is developing a Current Research Information Service (CRIS). The CRIS system will include the research programs of all the various USDA agencies.

The National Agricultural Library is developing and adapting a system. This system involves recording, trailing, and retrieving of knowledge in its stack; maintaining contacts with suppliers and ordering publications, etc.; and evolving a new system of services to the users of knowledge.

It becomes quite clear, therefore, that Extension is on the threshold of an entirely new set of systems relationships. These parallel systems will give Extension workers access to much enlarged sources of information to use in helping the people of this Nation.

The Payoff

I honestly believe that when all components of "This New Extension Management Idea" become operative, you can more readily feel the heart-throb of the organization as it grapples with some of the greatest problems with which our Nation has been confronted for many a decade. I base this judgment on several reasons:

"This New Extension Management Idea" brings together basic knowledge and information that is needed for making key decisions by Extension.

The entire concept — "Idea" — will not make decisionmaking more comfortable, nor will it carry any readymade management decisions. It will give you and me a broader background for making our work more effective.

We can select and combine those elements of the idea which fit our own specific and unique position within the organization. □



Examining the progress of green peppers grown as a result of the low-income gardening project are County Agent Edgar Kidd, Mrs. Jacob Perkins, and three of her 11 children.

Better Gardens in Suburbia

for over 300 low-income families

by
Edgar C. Kidd
*Extension Agricultural Agent
Wayne County, Michigan*

Over 300 low-income families in the suburban Detroit area have enjoyed better home vegetable gardens in 1968 because of a fast-moving, quickly-arranged Extension Service program in Wayne County, Michigan.

There was little preliminary planning for this program, it was almost totally unexpected, and it had to move quickly to be effective. It required very little total agent time, it received a minimum of followup attention, it cost very little in governmental or private funds, but it was a very effective program.

Sumpter Township lies within commuting distance of industrial Detroit. It has no incorporated municipalities and very little business or industrial development. The 10,000 citizens are about evenly biracial and most of them live on small acreages "in the country." Most of them usually plant a home vegetable garden. They are not traditional cooperators with the Extension Service.

Early in 1968 County Agent Ed Kidd contacted several large vegetable seed houses, suggesting that perhaps they might have a small supply of unsalable vegetable seeds which he could use in connection with a 15-family, loosely organized low-income biracial group in Sumpter Township.

Response was overwhelming: a total of 11 large cartons of a fine variety of garden seeds, from four different firms. As a climax, a local hardware-garden store was closing and offered its entire stock of year-old (and therefore unsalable) seeds.

So what to do with about a ton of vegetable seeds, of nearly 100 different varieties and species, in early May, which is planting time in this Michigan locality? Fortunately, the supply included large amounts of the type of vegetables preferred by the people with whom Kidd was to work in this mixed ethnic and mixed racial area: okra, turnip and mustard greens, collards, Kentucky Wonder beans, blackeyed peas, limas, sweet corn, melons, and squashes.

One seed house sent over 1,500

small packets of trial-test seeds of several species which they had sampled, and which they were ready to discard. The closed store sent along 60 spouted glass dispensing containers such as are seen on garden store shelves.

When everything was assembled, Kidd found himself with an almost complete assortment of practically all of the traditional vegetables for Michigan home gardens.

He contacted a fellow agent, Mrs. Kathy Bufton, who works with low-income groups in the county, received mailing lists of clients of the Office of Economic Opportunity in five suburban areas, and set up local "Garden Clinics." These people were invited to attend the meetings and, incidentally, receive supplies of garden seeds without cost.

About 350 persons attended the four sessions. They sat through a "county agent" meeting during which Kidd discussed gardens and gardening procedures, and answered questions. Gardening bulletins were distributed.

At the close of each meeting those attending were invited to take a supply of paper bags, mark species and variety of seed on the container, and help themselves to as much seed of any kind which they thought they might use.

Altogether over 3,500 separate packages were dispensed in this manner. Seldom did anyone seem to take more than he needed, even though it was free-choice selection.

Two followup sessions were held in July, after the gardens were underway. Turnout at these meetings was only fair, but those who attended were still very enthusiastic.

The seed stock also contained a good supply of late cabbage seed. Kidd planted two rows of cabbage in his own garden, dug the plants, and distributed them at these meetings.

A few home visits during the summer, as time permitted, showed that most of the seeds were put to good use.

Some of the seeds, of course, were never planted. Some of the gardens were never weeded and were complete losses. An extremely wet growing season harmed other crops. But a vast majority of those who received seeds at the clinics have contacted Kidd, his office, or their local OEO offices and have been grateful and enthusiastic about the program.

They have grown crops with which they were not previously acquainted, and they have had newer varieties. Some have used fertilizer for the first time, and most of them have had their growing techniques improved because of their first contacts with an Extension agent and the literature he passes out.

Extension Service in Wayne County, through these clinics and seed programs and the resulting contacts, has a new group of friends in a previously uncontacted area, and communication with a group of people who are usually not identified with county agent work.

The gardening project is already slated to be continued in 1969 but with some other method of financing. A recent contact resulted in a request for a women's flower garden club.

There is a fine potential for future 4-H Club work in the area. Semi-commercial production for roadside stand sales are a real potential.

The Sumpter project also poses a number of problems. How does Extension find manpower to enlarge this type of activity to cover even a very small percentage of the some 100,000 low-income families in the county, or even the many thousands of low-income families in Detroit's suburbia? Can the present program continue without the distribution of free seeds each year?

Should an appropriation for these seeds be a part of the OEO budget each year in each locality? Might a full-time Extension agent be assigned to this activity for areas with large numbers of low-income suburban citizens? What, actually, is Extension's responsibility to this type of non-farm citizen?

The most important accomplishment, however, is the basic Extension method of procedure which identified an opportunity to very quickly move in on a situation, find a job to do, carry it out, and finalize it — all with a very minimum of planning, expense, manpower, and fanfare. □

Edgar Kidd, Wayne County agent, discusses corn production with Mack Dyer, a 78-year-old retiree who participated in the gardening project.



Marketing Goal Quickly Reached

when people work together

by
Duane Rosenkrans
Extension Editor
Mississippi State University

Here's how a county Extension staff in a busy center of agricultural and industrial growth led in developing a market that will benefit all of agriculture with emphasis on helping families who make their living from small farms.

Briefly, the larger farmers are helping the smaller ones, and local leaders in all fields of activity are backing the effort.

This development is in Lee County, Mississippi. It is the site of the "Tupelo Story,"

nationally publicized several years ago because of outstanding successes resulting from rural community clubs and urban leaders working together.

Tupelo, population 24,000, continues to attract substantial industries and to improve public services; and the majority of the people who work in these plants live on small farms nearby.

Indeed, some of the manufacturing plants are located in rural communities. The pattern has spread to other towns and communities in this busy northeast corner of Mississippi.

Many persons visited the Tupelo, Miss., farmers' market on its opening day.



A homemaker discusses an Extension publication with Mrs. Margaret H. Nichols, Lee County Extension home economist, right, who was at the market to replenish the supply of bulletins.

Agriculture, as well as manufacturing, is "big business" in Lee County. The annual value of its farm production has exceeded \$11 million for the past 2 years. Soybean production brings the most income, followed by poultry, meat animals, cotton, and dairying.

Commercial horticulture is just entering the picture. The opportunities it offers, understood and acted upon by local leaders, resulted in the new farmers' market that was opened last July.

This market was a goal of the Lee County Development Plan (OEDP) which Extension had an important role in developing. The plan stated that farm income would increase by adding vegetable crops, and that these would be particularly important to low-income families. The proposed market would provide an outlet for handling contract crops.

Resource development studies further show that in Lee County alone there were 800 full-time farmers who had cotton allotments of less than 10 acres each. Cotton can no longer be grown profitably on such small operations. The average size farm in the county is about 111 acres. Many part-time farmers also welcome an additional source of farm income.

The need for a horticultural marketing facility became increasingly apparent when local farmers contracted to grow 70 acres of cucumbers and 100 acres of okra in 1968.

A fast-moving development was all set to take place. County Agent Charles Twitty and leading farmers believe, however, that it would not have occurred without the Lee County Farmers Club.

Twitty led in organizing this club in March 1967. It has about 100 members and meets each month. Fellowship is one of its objectives, but as one farmer explained, "We needed this club to show us what we could do working together." The club supplied the key farmer-leaders who made the market a reality.

The first meeting concerning the market was of 26 farmers, bankers, and agricultural workers in November 1967. They enthusiastically agreed to "develop a market for all of our products."

At the next meeting last January, they appointed a temporary board of directors and employed an attorney. In March they formed the Farmers' Marketing Association, a non-profit organization.

Shares, sold to farmers only, were \$10 each to encourage the small farmers as well as the larger ones to become stockholders. Most large farmers invested \$100 to \$1,000. The total stock of about \$23,000 is held by some 90 farmers who represent six counties. The three banks in Tupelo readily agreed to jointly finance the market at \$10,000 each.

The seven acres of land belonging to the market were made available at cost by the Lee County Community



This typical scene in the wholesale section of the farmers' market shows corn, cucumbers, and watermelons being readied for sale to area homemakers and grocery stores.

Development Foundation (County Chamber of Commerce), which has actively supported the area's vegetable program in several ways. The Lee County Board of Supervisors graded the site.

The manager of the market began his duties May 1 and now has 7 to 10 employees.

The market itself is a 30 by 125 foot brick and concrete structure. Retail sales are conducted in the front of the building, this part having large windows and air conditioning. The rear "shed" portion is primarily for wholesale operations. Facilities include cold storage and an office.

A year-round operation, the market offers a good variety of fresh vegetables and fruits, both grown locally and brought from other areas. Many homemakers in Tupelo soon began trading there. Grocery stores in the area also buy through the market.

Plans include greens and other winter crops, tomatoes for packing,

400 acres of field peas next year, and other vegetable crops. Area Extension Agent Charles W. Shannon works with County Agent Twitty and others to advise vegetable growers on the latest methods. Another phase is consumer information work by the county Extension home economist, Mrs. Margaret H. Nichols.

Longer range plans include expanding this market to handle cotton, soybeans, swine, and even live fish for commercial fish growers of the area.

Speaker at the formal opening of the market was Dr. Lloyd Davis, Administrator, Federal Extension Service.

"The way that you made this market a reality by local people working together is an inspiration to many agricultural groups in this and other areas," Dr. Davis declared. He commended leaders of the market for meeting the needs of those who make their living on small farms as well as on larger ones. □

"For the first time, we have an organized and systematic approach to leadership recruitment and development," remarked a Kentucky 4-H agent.

"I didn't realize 4-H had so much to offer," said a newly recruited leader. "And I certainly didn't know my children could join 4-H, since we live in the city."

The comment from an experienced Kentucky 4-H leader was, "We, as 4-H leaders, have needed this kind of information for so many years and haven't been able to get it."

What was the subject of these enthusiastic comments from Kentucky youth workers? **YOUTHELP** — Youth, Onward, Upward Through Head, Heart, Hands, and Health with an Expanded Leadership Program. The objectives of the program, simply stated, are to recruit, train, and service 4-H organizational leaders.

YOUTHELP was developed by area Extension agents from 24 north-central Kentucky counties. A committee of Extension agents was organized in 1966 to assess the 4-H situation and to propose a plan to expand the 4-H program. Up to this time, 4-H had been primarily conducted by Extension agents through school 4-H Clubs in most of the counties.

The number of 4-H Club members and voluntary leaders had remained relatively constant for the 5 preceding years. With the potential participants increasing, 4-H leaders, agents, and administrators agreed that a serious assessment of the 4-H program was demanded.

The committee divided into two groups and toured five States to analyze and observe methods of expanding 4-H participation. They concluded that a more effective leadership recruitment, training, servicing, and recognition program — **YOUTHELP** — was a desirable means for expanding the program.

The program included a series of coordinated step-by-step procedures that were carried out in each county. The recruitment phase of

YOUTHELP

Leader Training Program Spurs Kentucky 4-H Growth

by

Jerome Klement
*Area 4-H Youth Specialist
Kentucky Extension Service*

YOUTHELP was conducted by a county 4-H leader recruitment committee. The first step in committee selection was appointment of a key leader to serve as recruitment committee chairman.

In many counties, they were influential persons who had not had any previous personal contact with the 4-H Club program. They included county judges, ministers, county 4-H Council officers, PTA presidents, businessmen, and other lay people who were interested in youth.

In March 1967, the recruitment committee chairmen attended a training session at the University of Kentucky to learn **YOUTHELP** program details and how they could employ proven recruitment techniques in their role as 4-H **YOUTHELP** committee chairmen.

These chairmen then organized the county committees. Membership in most counties consisted of five to nine members and represented the population centers. In some cases, the committee members were not 4-H

Club leaders — they represented the schools, churches, civic clubs, and others who were interested in the community and in youth.

Each member of the county 4-H recruitment committees attended a county training session conducted by the county recruitment chairman and an area Extension agent. The content included an overall picture of 4-H Club work, the need for organizational leaders, methods of leader recruitment, and other 4-H Club program phases.

Following the training, the committee members were urged to recruit the 4-H organization leaders. The recruitment campaign began in April and continued through the summer months.

"**YOUTHELP** Week," at the beginning of the recruitment period, was a promotional campaign telling of the need for leaders, the types of leaders needed, and the duties of leaders. The publicity was released to local newspapers, radio and television stations, and to churches.



A member of the Nicholas County YOUTHELP Leader Recruitment Committee, right, "signs up" a volunteer 4-H leader with the help of the area 4-H youth agent, center.

U.S. Senators and Representatives and the Governor taped special YOUTHELP spots for the local radio and television stations. The 4-H YOUTHELP program procedures were synchronized in all of the counties to take advantage of the publicity and training opportunities.

A training program for the newly recruited organizational leaders was the next phase of YOUTHELP. The course, conducted by area Extension agents, was designed to give the leaders an insight into the job.

The training included the philosophy of 4-H Club work, how to work with young people, how to organize a 4-H Club, techniques of leadership, opportunities available through club activities and projects, and awards and recognitions available to leaders and members.

The training course, known as the "YOUTHELP School of Leadership," was structured with an analogy of building a house. As each new idea or concept was introduced into the training program, a new dimension was added to the house.

The school began with the drawing of a blueprint for the clubhouse and 4-H Club work. The blueprint included the framework of Extension, the history of 4-H Club work, the modern philosophy and objectives of 4-H Club work, and place of volunteer leaders. An understanding of these four topics forms the base from which effective leadership is begun and is the basis for 4-H Club work.

As the responsibilities for different types of leaders were introduced, integral parts of the framework of the clubhouse were added: organization leaders — foundation; project leaders — corner posts; activity leaders — hallway; and parents and junior leaders — additional upright posts in the framework.

Projects and activities in 4-H Club work represented the tools for constructing the house and, at the final session, the roof and trim were added as awards and recognitions in 4-H. This completed a sturdy house.

Each leader was given a looseleaf binder with dividers for each major segment of the training course.

Throughout the leadership course, printed handouts, bulletins, handbooks, and leaflets were given to the leaders for these notebooks.

The leadership school ended with a graduation banquet. Each participant received a diploma declaring him a certified YOUTHELP leader.

The YOUTHELP Planning Committee outlined a followup plan for service and support of the newly trained leaders. "Kitchen Konferences" and frequent YOUTHELP newsletters were used to assist and maintain contact with leaders.

A reunion is planned with the group after they have completed their first year as leaders. It will include evaluation of the YOUTHELP program, and additional training.

The YOUTHELP program was funded with a grant from the Sears-Roebuck Foundation. These funds were used to provide training and recognition for the county chairmen, to develop visuals and instructional materials, to provide the leaders' notebooks, and to pay for the graduation banquet.

The response to the program has exceeded all expectations. Three hundred and eighty 4-H leaders in the 24 counties have been trained. About 75 percent were adults who had no previous leadership experience. Communities and schools are organizing new clubs with the guidance of these trained YOUTHELP leaders.

Many leaders have organized school 4-H Clubs, which had always been organized by agents in the past. They have recruited new leaders in areas where agents had not been able to get leaders. Many of the large school clubs of 50 and more members have been divided into two or three smaller, more effective clubs.

YOUTHELP has provided new impetus for the Kentucky 4-H program. As one agent said, "YOUTHELP has given us something concrete to sell to the public." □

Financing the Future

Texas youth learn to plan now for their 'life goals'

by
Mrs. Wanda Meyer
*Home Management Specialist
Texas Extension Service*

More than 5,500 teenagers in a seven-county area near Waco, Texas, can now solve their money management problems better — they took part in in-depth money management programs planned specifically for them.

Average annual income for families in this area ranges from about \$2,000 in Falls County to a little more than \$4,500 in McLennan County. In Falls and Limestone Counties, where a large number of participants were Negro, the average annual income for non-white families is about \$1,400.

Our youth want more education, better job opportunities and incomes. They want the "good things of life" without realizing that if meager resources are used for day-to-day living, rather than for gaining ability to earn a more satisfactory income, they may face a lifetime of need.

The programs were planned by committees of teenagers and a few interested adults with an Extension agent giving leadership. In all seven counties, planning committees surveyed teenage youth to determine major problems in money management.



Joel Williams, an honor student who holds county and district 4-H offices, helped set up the money management program. Joel understands the need for managing money—since neither of his parents is living, his earnings as grocery store cashier and church typist must support both himself and his grandmother.

In Coryell County, the survey included the entire high school student body — nearly 1,400 boys and girls. More than 1,000 teenagers in Falls County responded to questionnaires regarding their money management problems, and about 800 teenage youth participated in a similar survey in Limestone County.

Program topics probed many facets of money management. The most popular was "The Cost and Value of Education Beyond High School." Some groups studied costs of college; others, vocational and technical train-

ing. Deciding which college to attend, when to enroll, and how to finance it were included in some programs. The Bell County program consisted of four symposiums on this subject alone.

Falls, Limestone, and Hill County programs reflected the youths' interest in improving income potentials. "Job Opportunities for Youth," "How to Hold a Job," and "Dress and Grooming on the Job" were included.

A major ambition of many young people is to own an automobile. Six of the seven counties included "Cost

of Owning and Operating an Automobile" in their series. The boys and girls were surprised to learn that owning an automobile might influence their grades and possibly interfere with more important life goals.

Concern about teenage marriage failures was shown by the fact that variations of this topic were included in three programs. McLennan County included "Cost of a Pretty Wedding." The approach was that teenagers may not have the resources to establish homes, support families, and gain income-producing skills all at the same time. Coryell County had sessions on "Dating Etiquette," "Teenage Marriages," and "How to Get Along With Parents." The topic in Falls County was "Responsibility of Marriage and Causes of Teenage Marriage Failures."

A session on "What Will It Cost You To Live?" followed the one on marriages in all three counties. Two disturbing facts came out of these sessions: (1) Most youth assume they can get a job — and earn about twice what they actually can earn, and (2) Their estimates of the amount of money it would take in all categories of spending run about 1½ times the amount of money they *think* they can earn! Their concept of cost of living was completely unreal.

Because of the involvement of people in planning there was little similarity in the programs. A wide variety of teaching methods was used with a number of different teenage audiences. McLennan County had a series of open meetings, one each month for 6 months. All 4-H Clubs in the county had one program. Youth from families in a low-income housing unit had a separate series. A 4-H subject-matter group completed a 4-H money management unit. They had one result demonstrator in money management, and the 4-H Council had a tour.

The first program of the series in Coryell County was given in the five high schools with about 1,400 teenagers participating. This not only

gave subject matter, but helped create awareness and stimulate attendance for the rest of the series which were countywide meetings.

The Hill County program began in the Aquilla community, but soon there were requests from three other groups for a similar series.

Mrs. Florine Hardin, associate home demonstration agent in Lime-stone County, appointed special committees in three high schools in the county. These committees kept a lively educational and publicity program going through surveys, exhibits, home room announcements, and assembly programs prior to their countywide series. English teachers cooperated by assigning essays on money management.

Because teenagers were involved in the planning, another feature that kept recurring on programs was music "teenage style," provided by local bands.

Most counties used exhibits and circular letters. All used mass media along with their series.

A strong feature of the programs was the quality of resource people who assisted with the teaching. Agents were pleasantly surprised to learn that the people best qualified to teach were willing to do so without remuneration.

Resource persons assisting with the program included the director of the Governor's Youth Conference; a social psychiatrist; marriage counselors; ministers; college presidents, deans, and professors; safety officers of the Texas Department of Public Safety; bank presidents; and Texas Employment Commission personnel.

Local people enthusiastically supported the programs. Banks paid for lunches, insurance, and printed programs. Merchants gave door prizes. Newspapers gave the events front page coverage, including pictures and feature stories.

Chambers of Commerce paid the rental fee for use of buildings. Bottling companies donated soft drinks

for breaks. Churches furnished their facilities. Radio stations provided tapes to record sessions. School officials encouraged youth to attend the meetings and provided bus transportation.

In some areas, high school dropout rates plummeted to less than 1 percent after the money management programs. At the same time, the number of boys and girls seeking training beyond high school jumped from less than one-fourth to nearly one-half of a graduating class.

Wilber Cooper was one of the would-be dropouts who graduated from high school. Wilber sold a 4-H Club calf for \$200. He and his parents were at odds because he wanted to use the money to buy a car and they wanted him to use it to finish high school.

During the program and the discussion that followed, Wilber saw that he might be able to buy a car with \$100, but he would have no money to operate it and no money for graduation expense. He didn't buy the car. He graduated from high school last spring, the first member of the family to achieve that distinction.

A junior college opened last September on the Bell-Coryell County line. A survey made 3 years ago indicated that 155 students might be expected. The number was expected to reach 750 by 1972. When the doors opened for enrolling, more than 2,000 trooped in! We can't prove it, but we think the Extension money management series had something to do with this unexpected response.

Editor's Note: As Mrs. Meyer pointed out in her June 1967 Extension Service Review article ("The 'Teen Scene' — and Extension home economists"), money management programs for youth are being emphasized throughout Texas. That article also gave details of a 1-day money management event in Eastland County, one of the pilot counties for such programs in the seven-county area referred to in this month's article. □

A "New-Fangled" Idea Succeeds!

It was little more than 10 years ago that rural development was the latest "new-fangled" idea to make the Extension scene. It was initiated on a pilot basis in selected counties. Extension workers throughout the country watched it closely and liked what they saw.

The most recent compilation of activities reported by States shows just how much they liked it. The idea is now firmly implanted throughout the country. The original concept has been broadened to include development of human resources and community facilities and services. The State Extension Services have assigned 427 workers to devote full time to this work. The name has been changed to Community Resource Development to reflect the added breadth.

The following highlights taken from the summary of the State work in CRD for the period January 1, 1968 to June 30, 1968, show just how Extension activities to carry out this responsibility have multiplied:

- * Assisted in arranging job training programs that benefited more than 38,000 persons.
- * Assisted in making 1,500 analyses of opportunities for community resource development.
- * Assisted more than 16,000 local and county groups involved in community and economic development.

* Assisted more than 1,100 multi-county groups involved in development programs.

* Conducted 4,661 training meetings in resource development for more than 90,000 county and local government officials and community leaders.

* Assisted in planning or operating nearly 6,400 natural resource conservation and development projects.

* Assisted in planning or developing more than 5,800 projects to establish public facilities and/or services.

* Supervised work for more than 2,900 NYC enrollees, work-study students, and VISTA personnel financed by OEO, and supervised 756 CAP-financed personnel.

* Assisted in developing or revising 429 Overall Economic Development Plans.

* Assisted in the planning and implementation of economic development projects by the private sector in the period July 1, 1967, to June 30, 1968, that created an estimated 53,000 new jobs.

A review of these highlights shows just how much impetus Extension workers throughout the country are contributing to this whole movement aimed at making our rural communities better places to live in terms of economic, cultural, and human development opportunity. — WJW